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ABSTRACT

General session, small group activities, and on-site visits are represented in these papers from a conference which had the objectives of defining alternatives for systematic curriculum development, providing for the interchange of experiences in determining needs and instructional specifications for material production, and developing a plan for an exchange of media materials and expertise. Preliminary pages list committee members, officers, and conference participants. The main body of the report includes (1) a paper by Hugo F. Sandoval, entitled "Leadership in Educational Technology in Latin America"; (2) the narration for a multiscreen slide presentation entitled "Education and the Collective Goals of a People," which focuses on Puerto Rico; (3) an overview of the Puerto Rico State University system; (4) reports from committees on curriculum innovations, media production, open learning, and Personalized System Instruction (a variation of the Keller Plan used by the American Military Academy at Guaynabo, Puerto Rico, and the University of Puerto Rico Science Department); (5) the conference evaluation report; and (6) general comments regarding the conference. (LMM)

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1980 SUMMARY REPORT

Eleventh Southeastern Regional Media Leadership Conference
Pierre Hotel, San Juan, Puerto Rico
March 3-6, 1980

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INTERNATIONAL LEADERSHIP IN EDUCATIONAL TECHNOLOGY

Host Affiliate: AECT of Puerto Rico

Editors:

Ilia M. Laborde

Angie Gibert

Carmen R. Díaz

Alicia Schettini

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FOREWORD

"International Leadership in Educational Technology" was the theme for the Southeastern Media Leadership Conference which took place in Puerto Rico. The Planning Committee for this 11th Conference had the task of putting up a different meeting similar in strategy to the Okoboji Educational Media Leadership Conference.

The general objectives of the Conference were:

- 1- Define alternatives for systematic curriculum development at public, private schools and universities.
- 2- Provide the opportunity for the interchange of experiences in determining needs and instructional specifications for material production.
- 3- Develop a plan for an exchange of media materials and expertise.

Based on the general specifications the proposal for this year's SRMLC four Task Force Committees were organized:

- Committee I - Curriculum Innovations
- Committee II - Media Production Centers
- Committee III - Open Learning
- Committee IV - Personalized System Instruction

The pages which you are about to read are a report of general session happenings, small group activities and on-site visits.

Planning Committee

Howard Johnson	-	Director SRMLC
Ilia M. Laborde	-	Conference Coordinator Director, Communications and Community Relations Department of Education
Carmen R. Díaz Vizcarrondo	-	General Supervisor, Instructional Technology San Juan Region Department of Education
Róberto Estrella	-	Director, Education and Educational Technology Sacred Heart University
Angie Gibert	-	Program Liaison Professor, Educational Technology University of Puerto Rico
Laura Hernández	-	President Elect, AECT-PR Director, Instructional Resources Center Turabo University
Gloria Rahola	-	Industry Representative Rahola Photo Supply
Awilda M. Ramírez	-	Assistant Secretary Curriculum and Educational Technology Department of Education
José M. Rosa	-	President, AECT-PR General Supervisor Educational Technology Department of Education
Alicia Schettini	-	Professor, English Department General Studies University of Puerto Rico

Officers

Director:
Howard R. H. Johnson

Past Director:
David Jenkins

Director Elect:
Dr. William Brose

Secretary:
Dr. Nina Martin

Treasurer:
Dr. Ronald Flores

Industry Representatives:

Monard G. Sanford
Coronet Instructional Media

Gloria Rahola Montaner
Rahola Photo Supply

Council Members

Alabama

Marjorie Hamm
Phil Turner

Georgia

Dr. Dutchie Riggsby
Dr. C. Hugh Gardner

Mississippi

Paul Peloquin

Puerto Rico

Ilia M. Laborde
José M. Rosa

Tennessee

Bondie Arms
James H. Byrd

Florida

Angie Taylor
Dr. Tom Wilson

Maryland

Richard Predmore
Dr. Jane Love

North Carolina

Henry Cook
David Jenkins

South Carolina

Arthur Jensen
Eric Feder

Virginia

Veronica Cooper
Gary Wilsher

Committees of the 1980 SRMLC

Conference Coordinator

Ilia M. Laborde

Program

Angie Gibert
Awilda Ramírez
Roberto Estrella
Carmen R. Díaz
Francisco Casanova

Finances

Ronald Flores

Transportation

José M. Rosa
Carmen R. Díaz

Hospitality

Pepe H. Rodríguez
José M. Rosa
Alicia Schettini
Milagros Préstamo
Hilda Mercado
Laura Hernández

Public Relations

Gloria Rahola Montaner
Millie Aponte

On Site Visits

Laura Hernández
Teresita de Dios
Dr. Francisca Borges
Sylvia Acevedo
Dr. Ronald Flores

Rafael Massas
Roberto Estrella
Myriam Rodríguez
Luis R. Berríos
Rosaura Olivencia

PARTICIPANTS

11th Annual SRMLC - Conference - Regions III and IV

Puerto Rico - Hotel Pierre - March 3 to 6, 1980

Name	Address	Off.Phone	Home Phone
Penelope A. Alexander	6704 Woodley Rd., Baltimore, Md. 21222	301 282-0213	301 494-4292
Dr. Robert L. Arnold	1656 Comanche Trail, Maitland, Florida 32751	305 644-9154	305 275-2571
Beverly J. Bagan	Richmond Public Schools 301 North 9th. St. Richmond, Va. 23219		
Ronald K. Bass	Box J - 406, College of Dentistry, University of Florida, Gainesville, Florida 32610	904 373-6534	904 392-2675
Dorothy Bishop	1240 K. Gemini Dr., Annapolis, Maryland 21303	301 268-4752	301 773-9790
William L. Bishop	1240 K. Gemini Dr., Annapolis, Maryland	301 268-4752	301 773-9790
Thomas D. Bradley	2 W Glendale Ave., Alexandria, Va. 22301	703 549-7395	301 773-9790
Amy Bradner	Virginia Dept. of Educa- tion, P.O.Box 6 Q Richmond, Va.23216	804 794-4498	804 786-7705
Dr. William P. Brose	438 Harry S. Truman Drive Upper Marlboro,Md.20870	301 350-7838	202 755-3855
Gladys R. Caywood	382 B. Deputy Lane, Newport News, Va. 23602		
Richard A. Cornell	1548 Coldwell St.,Orlando Florida 32807	305 568-4181	305 275-2426
Ann Davis	517 Heather Drive, Virginia Beach, Va. 23462	497-7408	

Sue W. Eyrich	100 S. Sea Shore Dr. Long Beach, Md. 39560	864-2306	436-3238
Dr. C. Hugh Gardner	607 Aderhold Hall, Univ. of Georgia Athens, Ga. 30602	404 549-0530	404 542-3810
Sandra V. Gardner	Gaines Elem., Gaines School Rd., Athens, Georgia 30601	404 549-0530	
Penny J. Goodman	700 N. Edison St. Arlington, Va. 22203	703 527-2492	703 241-7635
Dr. Jane Hazelton Love	209 S Commerce St., Centerville, Maryland 21617	301 758-2045	301 255-2323
J. Thomas Head	Virginia Tech. Blacksburg Virginia 24060	703 552-0263	703 961-6821
Stanley A. Huffman	Learning Resources Center 105 Patton Hill Va. Tech., Blacksburg, Virginia 24061	703 951-1406	703 961-6664
Howard R. H. Johnson	Box 421, De Barry, Florida 32713	305 668-8381	
Leone H. Lake	8527 Crespi Blvd. Miami Beach, Florida 33141	305 866-5110	
McCain, Ella Byrd	1 Greensprings Ave., S.W. Birmingham, Alabama 35211	205 323-2164	205 631-8771 Ext. 6
Dr. Nina Martin	Box 6242, Univ. of Alabama, Alabama 35486	556-2968	348-4610
Dr. Harriet G. Mertz	7191 SW 99th St. Miami, Fla. 33156	305 666-9646	
Nick Messina	Box 50790 Jacksonville Beach, Florida 32250	904 246-6214	904 249-8429
Dr. Dorian D. Mork	9200 Sandburg Ave. Charlotte, N.C. 28213	597-1496	597-2435
Gary W. Orwig	2216 Conifer Winter Park, Florida 32792	305 678-8445	305 275-2791

Janet Poole	P. O. Box 369, Deltona Florida 32725	305 574-3994	305 322-2062
Dick Predmore	1700 Garden Lane, Hagerstown, Maryland 21740	301 797-7398	301 791-4173
Richard Peters	P. O. Box 9407, Hampton, Virginia 23670	804 825-2869	
Dutchie Riggsby	School of Educ., Columbus College Columbus, Georgia 31907	404 323-4154	404 568-2250
Dr. Hugo F. Sandoval	4806 Danby Drive Nashville, Tenn. 37211	615 233-4666	615 327-8233
Monard G. Sanford	Coronet Films, 65 E South Water St. Chicago, Ill. 60601	312 355-2537	312 977-4106
Lou Savini	3241 Alton Road Atlanta Georgia 30341	404 938-5101	
Angelin Taylor	A. V. Center 1211 Mellonville Ave. Sanford, Fla. 32771	305 574-3521	305 322-1252
Dr. Donna J. Toler	7788 Wendell Rd., Orlando, Fla. 32808	305 671-4746	305 275-2426
Jean Trumble	Box 50790, Jacksonville Beach, Florida 32250	904 246-6214	904 249-2815
Lila B. White	4 Green Springs Ave., SW Birmingham, Alabama Alabama 35211	205 324-2796	
Gene L. Wilkinson	Dept. of Ed. Media, 607 Aderhold Hall U.G.A. Athens, Ga. 30602	404 549-9935	404 542-3810
Gary S. Wilsher	9710 King George Drive Manassas, Virginia 22110	703 368-7459	202 857-7337
Marilynn Wilson	12907 Golf Crest Terrace Florida 33624	813 961-7788	813 974-4242
Thomas C. Wilson	12907 Golf Crest Terrace Florida 33624	813 961-7788	813 974-4242

Patria Alvarez de López	503 William Jones Santurce, P. R. 00915		726-9929
Rusell Barrios	P. O. Box 9122 Santurce, P. R. 00908	722-0165	
Francisco Casanova	Santa Guadalupe #1694, Altamesa Río Piedras, P.R. 00921	754-4848	781-5671
Alberto Cordero	Box 101, Colegio Universitario del Turabo, Caguas, P.R. 00625	744-0749	789-6613
Sonia Díaz Latorre	P. O. Box 12383 Loíza Station Santurce, P.R. 00914	727-7800 Ext. 345 Ext. 273	
Carmen R. Díaz Vizcarrondo	10-G Condominio Los Olmos Río Piedras, P.R. 00927	723-8127	764-5227
Teresita de Dios	Box 285 Guaynabo, P. R. 00657	789-8915	
Roberto Estrella	Universidad del Sagrado Corazón Calle Rosales Santurce, P. R. 00908	727-7800	
Dr. Ronald Flores	Colegio Universitario de Cayey Calle Puerto Rico Cayey, P. R. 00633	738-2161	
Angie Gibert	Concordia Cardens I-7K Río Piedras, P.R. 00924	764-0000 Ext. 3524	761-9946
Dr. Nicandro González	Ave. Ashford 1018 Condado Astor Bldg. Apt. 6-B San Juan, P. R. 00907		722-9246
Laura Hernández	Green Village 103-B Ave. De Diego 472 Río Piedras, P.R. 00923	744-8793	763-2725

Ilia M. Laborde	Lcs Olmos 7-J Río Piedras, P.R. 00927	764-2215 765-8545	763-8506
Carlos H. Medina	Gregorio Ledesma H-N-40 Levittown Cataño, P.R. 00632	767-9730 Ext. 221	784-6105
Hilda Mercado	Calle 15 Núm. 453 Extensión San Agustín Río Piedras, P.R. 00926	754-1015	
Gloria Rahola	Condominio Villas del Mar Apt. 3-J (Este) Isla Verde, P. R. 00915	722-0165	
Awilda M. Ramírez	Dept. de Instrucción Pública - Oficina 943 Hato Rey, P. R. 00918	754-1015	
Carmen Rivera	Aguas Calientes 1679 Venus Gardens Río Piedras, P. R. 00926	765-1716 Ext. 221	755-4469
María de los A. Rocafort	García Ledesma 610 Villa Navarra Río Piedras, P.R. 00924	767-9230 Ext. 217	764-3881
Rosa M. Rosario	Calle 323 HH-13 Country Club Río Piedras, P. R. 00924	753-4848	768-2879
Reynaldo Tirado	Calle 5 F-4 Castellano Gardens Carolina, P. R. 00630	764-0000 Ext. 3575	752-7953
Pepe H. Rodríguez	Empresas El Mundo Ave. F. D. Roosevelt 383 Hato Rey, P. R. 00918	764-3000	
Sylvia Rodríguez	Apt. 853 Caguas, P. R. 00625	754-1045	744-7647
Rosita Romero	Dept. de Instrucción Pública - Oficina 943 Hato Rey, P. R. 00918	787-3140	
José M. Rosa	Oklahoma 316 Urb. San Gerardo Río Piedras, P. R. 00928	754-1285	764-6576
Alicia Schettini	Cond. Los Olmos 15-K Río Piedras, P. R. 00927		763-2413

LEADERSHIP IN EDUCATIONAL TECHNOLOGY
IN LATIN AMERICA

Paper presented by Hugo F. Sandoval at the Eleventh
Southeastern Regional Media Leadership Conference.

San Juan, Puerto Rico
March 3-6, 1980

I would like to express my thanks to A.E.C.T. Puerto Rico, the S.R.M.L.C. President and the Conference Committee for the excellent work done, for hosting the meeting and for the great attention to detail that the program prepared shows. For those of you who might be hearing me for the first time, I have already declared myself a Puerto Rican since last Summer, when I had to endure like any good Puerto Rican would have had to endure, the traffic jam to and from the beach on San Juan Day. So this presentation of today is, for me, a home-coming.

I would like to approach this talk about leadership in educational technology in Latin America in the following manner. First, I shall discuss what I call the very personal historical perspective of educational technology, not only in Latin America but in the U. S. Second, I would like to examine what type of educational technology has been applied, is being applied, and will be applied in Latin America.

And thirdly, I will make some comments, very personal comments, on how successful these efforts of application of educational technology have been, including some remarks as to what I think the future of educational technology in Latin America might be.

It is obvious that there are as many histories of educational technology as there are historians. Many of you would have probably seen the latest two issues of the magazine "Educational Technology", which is celebrating its 20th anniversary, dedicated to assessing where we are by looking at what has happened in the field in the last two decades. I myself can speak from a personal experience of having left Indiana University in February, 1968, admitted to what was then called the Department of Audiovisuals, and having come back in July, 1969 to the newly formed Department of Instructional Systems Technology (DIST). Together with the first class in DIST where men and women from many countries, specifically from Colombia and Puerto Rico who became later the first educational technologists from that region. In defining instructional technology, we find that, overall and essentially, educational technology, the application of system theory to education, is a way of looking at the world. It is a very peculiar way of organizing experience which pre-supposes assumptions about the way

phenomenae are organized. We do know though, that even in the United States, the culture that generated and nurtured the systems approach, there are cultural barriers to the implementation of system theory. One need only to capture the general tone of the articles published in Educational Technology to which I referred to earlier, to perceive the feeling of disappointment, rightly or wrongly, felt by many of the initiators of the field.

The question then of what kind of educational technology has been applied to Latin America is a valid one and we can approach it by looking to the culture of education in that part of the world. Where educational technology proposes that the center of all instructional activities is the student, and that the purpose of instruction is learning, we find that in Latin America this is almost an impossibility and it is so because of the political environment of the school. There are places where teachers are appointed literally, because of who they know and not because of qualification. There are places where teachers are expected to operate as political entities, to secure votes and support for those who appointed them. All these circumstances obviously, have much to say as to who and what is the center and the purpose of education.

Educational technology proposes that the teacher should become

the manager of the instructional environment. He or she is relieved of having to know everything, but he or she is charged with having to know where the knowledge can be found. The teacher systematically analyzes, synthesizes the learner, the materials, the media, the type of learning, etc. But we know that instruction in Latin America, the reality of the great majority of schools is very, very far away from the reality described or assumed by educational technology. In an environment where many students cannot afford a textbook, where there are no libraries, or learning resources centers, or media materials, the instructional technique many times is one where the teacher dictates from the textbook and the students copy in a copy book, leaving no time available for any other classroom activity. Learning by note is, then, the only outcome possible.

In an environment where to control the teachers political activities, their pay is purposely delayed up to three months as a matter of policy, forcing the teacher to moonlight in jobs that will provide him or her with a steady income, what teacher would have time and/or energy to manage instructional environment?

An interesting phenomenon occurs here in that the primary and secondary public school teachers have a second job to complement their income and to insure a steady income;

the secondary private school teacher and the college level teacher on the other hand, has a primary job and teaching, either by the hour or in the evenings provides the secondary income. I myself recall from my elementary and secondary schools in Colombia that my professors of chemistry, trigonometry, physics, and mathematics were chemical engineers who worked elsewhere and taught by the hour at our school. Interestingly enough, my professors of French, English, Latin and Anatomy were lawyers who taught also by the hour. In a situation like that, where the teacher goes from his office to one school and perhaps to another and back to his office, where is the time to "manage the environment"?

Finally, about the resources, I dare say that few are the schools, private or public, that own an adequate library, and when they do, their management leaves much to be desired. My own experience has been, that libraries, when they exist, are the places where the principals take the group of students whose teacher didn't make it that day - a sort of built-in baby sitting service, since the librarian is there anyway, and can oversee that the students behave for the time needed. (By the way, the existence of a

trained librarian, by itself, could be the subject of an extensive analysis).

Educational technology, the way we know it in the States, cannot be applied in Latin America, any efforts made in this respect, must be preceded by a study of the culture (there are, after all, innumerable individual variations to the situation I have described) and that the educational technology currently applied in Latin America is in many cases, clever mutations, performed by those early students that I mentioned in the beginning of my talk. We have read in the article circulated at the meeting this morning, that there are at least 100 institutions with courses, projects and other activities in the area of educational technology. Some of them share only the label "educational technology" and many, I am sure, share the "Dick Model", (Walter Dick, by the way, is perhaps the most influential instructional designer in Latin America, with a name recognition rivaled only by Gagne, Skinner, Mager, and some of the other authorities.)

My guess as to what will happen is that educational technology will continue to prosper, to make inroads in Latin America education, and in the process, feedback to the well from which it sprung. Efforts, such as the early attempt

of programed instruction in the technical schools of Panama, the utilization of radio in the Dominican Republic, the center for educational resources (C.R.E.) at the University of El Valle in Colombia, the higher educational training institute of the University of Rio Grande in Porto Alegre, Brazil, the newly formed programs at Simón Rodríguez in Caracas, Venezuela, will, in the long run, pay off. It will take time, persistence, faith, money and great sacrifices, but it will pay off. Perhaps eleven years from today, when the SRMLC's 22nd invitational conference meets again in Puerto Rico, we will be able to share together how educational technology survived and prospered in its new culture.

Thank you again for the opportunity to share with you my thoughts. I would be happy to exchange ideas on the topic with anyone, either now or after the session.

EDUCATION AND THE COLLECTIVE GOALS OF A PEOPLE

Narration: Multi-Screen Slide Presentation

The most valuable resource of this island is the collective strength of its people. Laborious and gentle affable and hospitable with a festive and happy disposition.

Three and a half million inhabitants populate our island. It measures 100 miles in length by 35 in width making it one of the most densely populated areas in the world. This population explosion along with a marked tendency towards urban concentration has brought as a logical consequence several new problems that affect the lives of the people in the Puerto Rican community.

No country is small when its people are interested in enriching and disseminating their cultural wealth. There have been many Puerto Ricans who have placed Puerto Rico on a high pedestal at the international level as far as the arts are concerned. Composers and interpreters of popular and classical music have gained the applause of both compatriots and the public from other parts of the world.

Literary expression has played a remarkable role within the development of Puerto Rican culture. From the beginnings, it has occupied a high place in Iberian American literature.

In order to implement educational programs the government assigns approximately one third of its budget each year to the Department of Education and other special funds.

The public educational system caters to the needs of some 721,419 students per year, which is more than 67% of the total school population of Puerto Rico. A most important factor in the continuous progress of the system has been its corps of 29,204 teachers, who provide services to the 1,837 public schools of the island.

Private schools share the educational tasks with the public school, thus contributing to the learning needs of 98,000 students.

The educational system in the public schools is planned on the basis of grades and school levels. The educational strategy known as Plan 6-3-3 was implemented in 1943, responding to the call by educators for a curriculum responsive to the problem of school desertion.

It presupposes that the student will continue in the elementary level up to the sixth grade, up to the ninth at the intermediate and up to the twelfth at the high-school level, to complete the cycle of education in the secondary school. Leaving school before having reached the final stage at each level constitutes a serious problem, since the student cannot receive the skills and knowledge that should be mastered by the completion of each educational stage.

The most recent studies conducted reveal that out of every 100 students, 37 manage to graduate from the twelfth

grade. The system's goal is to be able to retain all students, at all levels.

In order to offer a higher degree of education and to accomodate the greatest possible number of students within the classrooms the system has created three different types of organization. The school-day of the students varies in accordance with the organization of the school attended. The students who attend schools with regular enrollment, will have a six-hour school-day, three in the morning, and three in the afternoon. Those who belong to groups organized on the basis of alternate enrollment, enjoy a school-day of five hours, either in the morning or the afternoon. In those schools where there is double enrollment, students receive only three hours of class a day.

The Puerto Rican school system has been specially conscious of the responsibilities as a social agency. Its services must reach all socio-economic sectors, throughout the island.

In rural areas, services have been amplified with the goal of reaching parity as far as both urban and rural areas are concerned. The social changes that have occurred in the rural areas are most propitious for the educational tasks of these regions. In addition to the elementary schools, rural second units where up to the ninth grade

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may be studied, have proven to be most valuable educational instruments. They offer a curriculum similar to that of urban schools, and include vocational courses, in particular those related to the latest techniques of agricultural production.

In isolated communities, the public school is present, helping students to overcome their educational disadvantages. The academic, recreational and cultural programs offered are geared towards the elimination of segregation within these groups, offering them additional, culturally enriching experiences.

Schools in urban areas serve a student body which comprises the entire socio-economic strata, which makes educational tasks much more complex. To provide for the needs of culturally deprived students without disregarding the progress of the more talented, privileged, or gifted student is also one of our goals.

The main vehicle of instruction in all public schools is Spanish. The special needs of the students returning to the island after living in the mainland are taken care of at bilingual schools, specially organized to contribute to their educational and social adjustment. Recent studies show that they account for 10% of the total school population.

in the modern world, as a means of communication and cultural interchange among the major countries of the world. The teaching of English is included as an essential, integral part of the curriculum, from the first to the twelfth grade.

To guarantee the handicapped child his constitutional right to equality in educational opportunity the special education program has been created. The curricular content of the program is geared towards helping the handicapped acquire all the knowledge and skills within the academic field that may be possible, according to his capabilities. It intends to provide the child with those social skills that will enable him to inter-relate with his fellow human beings. It offers occupational training to their students so that they may integrate themselves into society as useful and economically independent citizens.

The vocational, technical, and high-skill programs offer the technical know-how and develop the potential and manual skills of the students at the secondary and post secondary levels. They also provide training for unemployed adults and adolescents, and for those who seek to increase their earning power by acquiring additional skills. All courses are organized on the basis of specific needs within the job market, and are subject to continuous revision in accordance with the changing circumstances. A part of this training program stems from a joint effort between the

schools and industry wherein the latter provides the facilities for practical learning.

In order to satisfy industry's needs, training in the high skills is offered both to adolescents and adults, who have completed high school. The tool and die specialized school is a well known high-skills training center.

For those citizens who may have abandoned their studies or may have been unable to begin their education, the Department of Education provides academic and occupational opportunities that will allow them to reach their goals.

The basic education program for youngsters and adults consists of education up to the eighth grade, with an emphasis on the teaching of reading, writing and mathematics. It also includes the teaching of elementary English civics.

The secondary school education program includes night classes and Saturday classes, independent studies program where no classroom attendance as such is required. Courses offered prepare the student for the high school equivalency examination.

The public libraries service has as its goal the establishment of library facilities for all residents of Puerto Rico. It strives to improve all library services so that the personal, cultural and intellectual development of the individual shall be strengthened. The mobile libraries

reach all sectors of the community, and special libraries are maintained in penal camps and institutions.

The community education program promotes the participation of the citizenry in community affairs. Through the production of films, booklets and other audiovisual material especially designed to be used in community meetings, this program permits the analysis of any of the problems that may exist in the community.

Work and education centers for adolescents from sixteen to twenty-one offer academic and vocational education. They also offer civic course work experiences, educational counseling, and recreational activities.

The independent studies division offers non-institutional academic study services to adolescents and adults, both to students and non-students. It administers placement examinations and achievement tests leading to a high school diploma, as well as examinations in subjects for those students who have abandoned high school without completing the requirements for graduation.

A new educational alternative that adjusts itself to the interests, needs and capabilities of students can be found in the center of educational services, which provides an active learning process, tailored towards the individualization of teaching. The different centers serve

adolescents who have left school, adults who have interrupted their studies, and students from both public and private schools who may require complementary educational service.

The English program for adults provides the general population outside of the schools with the means for learning English or for improving their basic knowledge of the language with emphasis on its conversational aspects.

The greater access to educational services is complemented by a series of additional basic services that the Department has created for the benefit of students, which takes into consideration their particular needs.

The Department has established a free school-bus program for those students who live at least three kilometers from the nearest school. This service is specially useful in rural areas.

The school lunch program is offered free of charge to any interested student. It is provided in public schools, in non-profit private schools, and in children's breakfast centers. During the summer vacation breakfast and lunch are served to children who participate in the diverse special activities sponsored by various institutions. The improvement of the nutritional habits of Puerto Rican youth and providing a part of their daily diet are the goals of this service.

The medical services provided to the students are

aimed primarily towards preventive health care in order to prevent, eliminate or diminish any adverse factors, that may affect the students achievement. The services of the school's social work program are also available.

The scholarship program and counselling services are other significant contributions on behalf of the student's greater development offered by the Department of Education.

Another important service is that provided by the equivalency examination center which is responsible for the processing and evaluation of school records of off island and Puerto Rican students. This program fosters an adequate placement instrument for students evaluated by the program.

The school library service covers all levels of the educational system. It is oriented primarily to the day-time student population and in many cases to the community at large. Mobile units take the library services to those rural areas that lack permanent school library facilities.

All reference supplementary reading and text books that are used by the students and teachers, are provided by the Department.

These books and other publications that are acquired by the Department are pre-evaluated, so that their contents and presentation will be appropriate insofar as the necessities of the curriculum are concerned.

The technical production of printed matter is prepared locally by the printing services division.

With a view towards making the educational agenda more effective, the system has intensified the use of educational technology. All audio-visual materials used in the classrooms are either selected or produced to complement the school curriculum, and are an integral part of the educational process.

In order to make better use of audio-visual techniques, training workshops are held periodically. Educational technology specialists collaborate with the teachers in the planning of the audiovisual aids that will be used in the classrooms.

Conscious that mass-communication media have enormous power as far as changing conduct, habits and skills, as well as providing information of great social value to large numbers of people, the radio and television service was established under the direction of the Department of Education.

WIPR-TV Channel 6 in San Juan, WIPM-TV Channel 3 in Mayaguez and WIPR Radio have facilities that are considered among the best and most complete on the island. There is also a modern mobile-unit for the transmission of remote programming.

WIPR-TV's range of offerings has been notably enriched with the broadcasting of activities of extraordinary importance

that take place on the mainland or abroad and are transmitted to the Puerto Rican community via satellite.

Federal funds have contributed to the implementation and development of innovative ideas in teaching and have also assisted in focusing attention on areas of the Department that in the past, due to a lack of funds, had not been given the priority they deserved.

The varied functions of the Department of Education affect directly or indirectly, the great majority of Puerto Ricans. Within the governmental structure, the Department of Education is a part of the executive branch of the government.

The output of the Department of Education is channeled through a system composed of a central office, seven educational regions, and one-hundred school districts.

This type of organization has limited the operation of the educational regions and school districts, whose major responsibilities have been of a coordinating nature.

A systematic revision of the public school's curriculum was started with the participation of distinguished professionals from all the system's levels and specialists from the universities and members of the community.

The new curriculum and its systematic and continuous revision will adjust the courses, the teaching materials and the educational strategies to the real needs of the students.

The decentralization of the system is one of the measures that the Department of Education has undertaken in order to dissolve the great concentration of power that limits the managerial and educational capabilities of the agency.

Decentralization has started and should guide the system in the development of a new functional organization. It will redefine responsibilities and will delegate the corresponding authority to make decisions where they will be implemented. It will also provide greater autonomy to the school districts to foster the attainment of their educational goals.

For the success of such a meaningful task, the secretary of education has the collaboration of her special assistants, her advisors and the executive personnel of the system.

The correlation between the teacher's academic qualifications and the student's learning level, prompted the creation of the institute for the sciences of education. This far-reaching project, sponsored by the Department of Education, will among other things grant scholarships enabling teachers to complete their bachelor of arts degrees. Its current sponsorship of training seminars is a direct acknowledgment of the teacher's need for professional up-grading on an in-service basis.

The difficulties of double enrollment, which had limited the daily educational fare of some student to three

hours have been reduced considerably, especially in rural areas with the development of the multigrade concept. A teacher and a teacher's aide, take care of two grades or more of small groups of elementary level students, in the same classroom, during a full day's schedule.

The major goal of the Department of Education is to transform the public school into the dynamic institution that Puerto Rico needs to fulfill its ambitions.

An essential ingredient of this transformation is to encourage the participation of students in community affairs.

The experience of one hundred and twenty (120) public school students members of the recently created "ballet isleño", has become a source of pride for Puerto Rican people. This folkloric dance group has already performed successfully in Mexico with invitations to perform again there, the United States, France and Spain in the near future.

Two hundred and forty five (245) students belong to the musical band and there is a glee club of 60 students which have been taking part in cultural and civic activities throughout the island.

The school is obliged to render educational services of the highest quality to our community. To achieve this goal, the Department of Education has taken the initiative. This can only be accomplished with the coordinated effort of every Puerto Rican, united in the common purpose to

convert the public shcool system into a powerful teaching vehicle which can fulfill today's needs and face tomorrow's challenges with confidence.

UNIVERSITY OF PUERTO RICO
CENTRAL ADMINISTRATION
OFFICE OF ACADEMIC AFFAIRS

AN OVERVIEW OF THE STATE UNIVERSITY SYSTEM

The University of Puerto Rico is a state-funded, public, co-educational institution of higher learning where equal opportunities are guaranteed to everyone in its official objectives and guiding principles. It has more than 50,000 students, 3,000 faculty members, and approximately 7,000 administrative personnel. The institution is a University System composed of several campuses, university colleges, regional colleges, and other units throughout the island.

In the fulfillment of its mission, the University must:

Cultivate the love of learning as conducive to freedom through the search and discussion of truth in an attitude of respect toward creative dialogue.

Preserve, enrich and spread the cultural values of the Puerto Rican people and strengthen their awareness as to the importance of solidarity in solving the common problem in the manner pertaining to a democratic tradition.

Seek the full formation of the student in the light of his responsibility to serve the community.

Develop the intellectual and spiritual riches latent in our people, so that the values of the exceptional personalities that may arise from all and any of the social

sectors may be put to the service of the Puerto Rican community.

Collaborate with other organizations in the study of the problems of Puerto Rico within those spheres of action appropriate to a University.

GOVERNMENT

Council on Higher Education

The University of Puerto Rico is governed by a board known as the Council on Higher Education, composed of nine members appointed by the Governor of Puerto Rico and confirmed by the Senate. The Council determines the standards for higher education in Puerto Rico and the guidelines for the general orientation and development of the University. It approves the general University regulations, the general student regulations, the student regulations for each Campus, the retirement regulations, and any other regulations of general application in the University of Puerto Rico.

The Council appoints the President of the University, the Chancellors of the Río Piedras, Mayaguez, Medical Sciences Campuses, the Administration of Regional Colleges, and the Directors of each of the University Colleges. The Council also appoints the Deans of each of the different institutional units. It also considers and approves the budget proposal of the University System submitted by the President.

The President

The President acts as representative of the Council and, with the collaboration of the University Board, he coordinates and supervises University activities and takes his own initiatives to promote the development of the University.

He uses the resources of his own office and those of the Central Administration offices of the University System for the execution of the duties assigned by the law and by the Council on Higher Education. These are the offices of Academic Affairs, Finance, Budget, Planning, and Legal Affairs. Their essential function consists in assisting the President and the University Board. Their mission is to maintain University unity.

The President presides over the University Board, also as an ex-officio member of the faculties, Academic Senates and Administrative Boards of the University System.

The President, with the advice of the University Board, formulates and submits to the consideration of the Council, a plan for the integral development of the University on the basis of projects and recommendations which originate at the institutional units. He also formulates a total budget for the University System based on the budget proposals submitted by the Chancellors and Directors and approved by the Administrative Boards of the Campuses, and submits it

to the consideration of the Council.

The President also submits to the Council the appointments of the Directors of Finance and other appointments which require confirmation by the Council.

The Editorial Universitaria, the Institute of Puerto Rican Literature, the Botanical Garden and the Center for Energy and Environmental Research are under the direct jurisdiction of the Office of the President.

The Editorial Universitaria is the publishing house of the University of Puerto Rico.

The Editorial was elected as member of the Association of American University Presses in 1977.

All publications of the Editorial Universitaria are available in major bookstores in Latin America, Spain, and the United States.

The University Board

The University Board is composed of the University President, who presides it; the chancellors of the campuses at Río Piedras, Mayaguez, Medical Sciences, and the Administration of Regional Colleges; the Director of Finance and three additional officials appointed by the President with the approval of the Council, a representative elected by each Academic Senate, and the Director of the Center for Energy and Environmental Research. The Directors of the University Colleges are permanent guests. The Board's essential function is to maintain the University System

integrated with respect to its overall planning, and advise the President as to the coordination of the various institutional units in their academic, administrative and financial aspects.

The board formulates the general student regulations and submits them to the final consideration of the Council.

It considers the integral development plan and budget proposal for the University System formulated by the President, which then is submitted to the Council for its approval.

The Chancellors and Directors

The University Campuses and the Administration of Regional Colleges are each under the direction of a Chancellor. The Cayey and the Humaçao University Colleges are headed by Directors. The Regional Colleges of Aguadilla, Arecibo, Bayamón, Carolina, Ponce, and Utuado, are each headed by a Dean-Director.

The Chancellors and Directors exercise administrative and academic authority in their corresponding institutional unit according to the provisions of the University law and other University regulations. They preside over the Academic Senate, the Administrative Board, and the faculty meetings and formulate the budget proposal which is submitted to the President and the University Board after approval by the Administrative Board.

Administrative Boards

Each of the campuses and administration of Regional Colleges has an Administrative Board composed of the chancellor who presides it, the deans, two senators elected from among the non ex-officio members of the Academic Senate. The Director of the Library and the Director of the Division of Continuing Education and Extension are invited guests. The Agricultural Experiment Station and the Agricultural Extension Service are represented by their respective directors in the Administrative Board of the Mayaguez Campus and have elected senators to the Mayaguez Academic Senate.

The Administrative Boards act as the consulting organisms of the chancellors. They formulate the projects and the development plans of their respective institutional units and consider the budget proposal submitted by the chancellors. At the proposal of the Chancellor, they grant leaves, academic ranks, tenure and promotions of the academic and technical personnel of the institutional unit according to the general University regulations.

The Academic Senates

Each of the major campuses and the administration of regional colleges have an Academic Senate. The Academic Senates are composed of the Chancellor, who presides it

the deans, the director of the library, and representatives elected by the corresponding faculty from among its members with tenure. The senates constitute the official forum of the academic community for the discussion of the general problems of the University and other matters of their concern.

The Cayey and the Humacao University Colleges have a curriculum committee which makes recommendations to the College Board on all matter related to academic programs, courses and academic policies. It is the College Board which acts both as Academic Senate and as Administrative Board.

The University of Puerto Rico was accredited as an institution of higher learning and admitted into the Middle States Association of Colleges and Secondary Schools on April 29, 1946. In 1977-78 all the institutional units had received the regional accreditation of the Middle States Association. It has also been a member of the Association of Spanish American Universities since 1955.

Programs directly related to your specific professional area accredited at the University of Puerto Rico are the associate degree in Public Communication at Humacao University College and the Bachelor and Master Degrees in Public Communication at Rfo Piedras Campus.

The Communication Department of the Humacao University College offers an Associate Degree in Public Communication. This is an academic program of two years which prepares technical personnel in the area of audiovisual communication

to serve the increasing demands of the Puerto Rican society in the educational, public service, industrial and commercial areas.

The students in this program take theoretical and practical courses in such areas as graphic arts, photography, movie, radio, television, educational technology, in addition to required general courses.

Besides required courses, the Communication Department offers courses in Educational Technology area which are required by baccalaureate programs of English and Education. As a service to the College, the Department also offers elective courses in photography, programmed instruction, communication and educational technology.

The Río Piedras Campus offers a bachelor and master degree in Public Communication.

The baccalaureate degree program offers general theoretical and practical experiences in journalism, radio, television, cinema, public relations and publicity. The master degree program offers specializations in the areas above mentioned. Modern technology is used in these educational programs.

Future Plans

The future projections with respect to academic program developments in the area of communication and educational technology includes the establishment of a

baccalaureate degree in Public Communication at the Humacao University College.

At the Río Piedras Campus, the Department of Communications will be improved by:

1. Improving their physical facilities
2. Providing opportunities for faculty development in these areas
3. Expanding their practicum sites
4. Purchasing of modern equipment in the area of communication
5. Establishing a production center in each unit

I must add that recently the Río Piedras Campus established a University of Puerto Rico Radio Station within the Campus that will serve as a practicum site in addition to the State-Radio T.V. Station.

Committee
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COMMITTEE I
CURRICULUM INNOVATIONS

Members:

Prof. José M. Rosa
Dr. Nina Martin
Dr. Bill Brose
Dr. Nicandro González
Prof. Sandra Gardner, Recorder
Prof. María de los A. Rocafort

This committee visited the Curriculum Design Unit at the Department of Education and the Center for Instruction in Modern Education.

The C. D. U. at the Department of Education coordinates the different elements considered essential for the systematic development of a curriculum for the Puerto Rican School System. A task force consisting of subject area specialists developed a profile of the ideal Puerto Rican citizen. From this base, the following goals for their curriculum were developed:

1- That the students attain a sense of personal integration and harmony of the physical, emotional, intelectual, moral and social areas.

2- That the students know the principles, norms, institutions, and fundamental processes of a democratic society and participate creatively in the development of these in Puerto Rico.

3- That the students know and appreciate the history and the cultural background that idenfify them as Puerto Ricans, recognizing the interrelationship of other cultures and countries to their historical development.

4- That the students develop to the maximum the skills of expression and comprehension necessary for human well being.

5- That the students understand processes and necessary skills for research development and integrate the knowledge to utilize it in a constructive form.

6- That the students know and handle adequately the concepts, principles and the most important theories of the natural sciences and understand the role the scientific method plays in the development of knowledge relative to humanity and the natural and physical world.

7- That the students understand the basic math concepts and develop the basic skills of quantitative reasoning and utilize these as instruments of knowledge for personal growth and daily life.

8- That the students develop knowledge, skills and attitudes important to work and accept their responsibility to contribute to the productive endeavor of the country.

9- That the students comprehend the importance of enhancing the quality of the Puerto Rican life in all aspects and that they learn to plan and use their time and resources in a responsible way.

Findings

1- The Department of Education appeared to be well coordinated in the development of the program.

2- Recommendations for the curriculum were sought and received from teachers and supervisory personnel in the field.

3- Curriculum appeared to be based on the perceived needs of the Puerto Rican people.

4- While curriculum has been formulated in certain areas, a number of major decisions are still under study, i. e. types of grouping, scope and sequence, and evaluation.

Recommendations

1- That the Department of Education continue in its efforts to develop a standardized curriculum.

2- That in-service activities be conducted in order to train local teachers to use the new curriculum and adjust it to their local situations.

3- That teacher training programs at the university level on the island be oriented towards this new curriculum.

Summary

Everyone we met in our tour of the Department of Education was cordial and friendly. We enjoyed our visit and found it to be both valuable and informative.

The Center for Instruction in Modern Education, is a private school comprised of grades pre-kindergarten through the twelfth.

This center is currently involved in a back to basics program. Emphasis is on Spanish, English and Math. The committee observed children in pre-kindergarten through grade two working above the normal grade level for their age.

The general objectives of the school are:

1- To offer a curriculum content that can respond to the expectations of a dynamic society.

2- To integrate and coordinate the educational service and the social needs on a real basis.

3- To generate in the student a love for work and the recognition of the dignity that work represents.

4- To attain the equality of educational opportunities for all children.

5- To develop the role of the responsible student.

6- To enhance the economy based on production.

7- To develop a sense of respect and preservation of basic institutions like the family, government, religion, public and private enterprises.

8- To gain more participation of the student in educational activities and to promote their interest and help them discover and choose their vocation.

In the kindergarten program the students were introduced to phonics and were participating in an individualized spelling program.

At first grade level Spanish and English were taught simultaneously. Manuscript as well as cursive writing was being taught.

By second grade the children were reading and writing both Spanish and English. The science texts were in English.

Examples of technology being used were basically simple. Teachers were using teacher made vocabulary cards and graphic expression materials. A scientific experiment using thermometers, a candle, and water was observed to demonstrate how light produces heat.

Audiovisual resources were housed in the resource center. Facilities included learning cards, a wall mounted screen, and a variety of hardware.

Findings

1- Childrens' progress was above that usually expected at their grade level.

2- Classes were small and children were well-behaved and seemed eager to learn.

3- Teachers were enthusiastic and were actively involved in the teaching-learning process.

4- The committee did not see a wide variety of Audiovisual materials.

5- Audiovisual equipment appeared to be limited by continental standards. (None was seen in the classrooms.)

6- The library was extremely limited in its collection. (No elementary books were housed in the library.)

7- No learning centers were being used in the classrooms visited.

Recommendations

The committee recommends:

- 1- That in-service activities to train teachers in using audiovisual resources be conducted.
- 2- That additional materials and equipment be provided.
- 3- That additional staff be added to the resource center, i. e. a professional librarian.
- 4- That teachers employ other methods of instruction, including learning centers, and media such as read along books and individual filmstrip viewers.
- 5- That the resource center be more functional.

Summary

The committee found the school to be one which is conducive to learning. The staff was very warm and hospitable and took time from their busy day to share information with us.

COMMITTEE II
MEDIA PRODUCTION

Members:

Turabo University
College

Hugh Gardner
Dorothy S. Riggsby
Thomas Head
D. D. Mork
Gene L. Wilkinson

University of
the Sacred Heart

Leone H. Lake
Walter Lake
Dick Predmore
Penny Goodman

Central Production
Unit

Penelope Alexander
Dorothy Bishop
William Bishop
Carlos Medina
Francisco Casanova
Lila White
Ella Byrd McCain
Ann Davis
Beverly Bagan
Jane Hazelton Love

On-site Visits

TURABO UNIVERSITY COLLEGE

Coordinator: Prof. Laura Hernández
Director, Educational Technology

The Learning Resource Center of Turabo University College offers the following services to teachers and students:

- seminars and workshops in Educational Tech. - exhibits
- translations of printed materials - curriculum revision
- production of instructional materials - clinical supervision

UNIVERSITY OF THE SACRED HEART

Coordinator: Prof. Roberto Estrella
Director, Educational Technology

The University of the Sacred Heart is a Catholic Institution, founded in 1935. It is a four year College in Liberal Arts, oriented towards the total development of the personality of each student. Its educational mission is based on the christian philosophy of man and life and as such, life as service is one of its most important principles.

The Educational Technology Department pursues the following main objectives:

- 1- Contribute to the improvement of the teaching and learning process at all levels of this Institution.
- 2- Facilitate divulgation of information that will provide for the enrichment of the educational program.

3- Collaborate with the institutional administration so that its aim to facilitate education be successful.

4- Collaborate with the community offering services and counselling, whenever possible to do so.

5- Provide for adequate evaluation and selection of audiovisual materials which are more relevant and useful to the academic program.

CENTRAL PRODUCTION UNIT - Department of Education

Coordinator: Prof. Sylvia Acevedo
Director, Educational
Technology Program

The Central Production Unit (Project 10-35), (Title I), is a basic service unit, established under the Area for Curriculum and Educational Technology, to produce instructional materials specially designed to meet the particular needs of students in Title I school districts.

In coordination with the Component for Technical Assistance on Assessment and Supervision to Title I Regions, the Curriculum Design Unit and the Educational Technology Program, the Central Production Unit designs, produces and reproduces slides, photos, filmstrips, transparencies, 16mm color films, posters, study prints, flashcards, instructional games, records, cassettes, graphs, flipcards, and other printed material.

Educational materials are distributed to the seven Educational Regions, where further distribution takes place

for the one hundred school districts of the Island.

INTERNATIONAL QUALITY DUBBING

Coordinator: Mrs. Rosaura Olivencia
General Manager

International Quality Dubbing, operates under the principles of cooperativism. This is a well known company that has among its clients some of the best film and television producers throughout Canada and the United States. Most dubbing is done from English to Spanish, but I Q D has qualified personnel for translating and dubbing Spanish to English and French.

The Media Production Group visited four program sites reflecting considerable diversity of production activity. We became professionally and personally acquainted with numerous talented and dedicated media professionals.

Although we shared common experiences, we each acquired individual expectations and opportunities for the future exchange of talents, ideas, media materials, moral support and friendship.

To facilitate these exchanges, the Media Production Group recommends to SRMLC Council, the development of a "SRMLC consultant directory", listing names, addresses and expertise of all participants in these experiences --- and that this directory be a catalyst for stimulating long-lasting professional and personal exchanges among all participants.

Title I - Media Production Center
Department of Education

The Title I Media Production Center services 1,000 schools with 3000,000 students in seven regional areas, which is 100 school districts. The budget is \$391,000. There are 34 employees. The emphasis this year is Math, Spanish and English.

It is a well administered center with extremely high morale. The employees and staff appear to be quite dedicated, crossing lines on job functions and willing to work long hours to meet a deadline.

Video, as locally produced, is mainly produced for teacher training. The center creates and produces filmstrips; 16 mm. films are produced and four copies are sent to each of the Film Libraries in the regions for circulation within the 100 school districts.

Suggestions:

1- The Central Office of the Department of Education and the Media Production Center are a great distance apart. The center should be closer to the curriculum supervisors for better communication.

2- There should be a greater sharing of materials with non Title I teachers all across the curriculum areas, on an unofficial basis.

3- The cultural program could be enhanced with production of poetry records and/or cassettes.

4- Explore possibility of establishing a local repair technicians center through federal funding.

5- Encourage the continuation of pilot programs with produced materials, expanding at every available opportunity.

6- More input into the curriculum from media production unit staff to promote better understanding of details, time and organization for requests.

7- Increase funding for specialized equipment needed to ensure the speed and quality of mass production of non print materials and/or revamp of accounting system to allow for mass production by professional vendors.

Comments:

1- Program as administered seems to fill needs.

2- Spirit of cooperation exists at a high level for job completion.

3- High degree of conservation and efficiency seems to prevail for materials and time.

4- Acquiring an adequate budget to provide for the special needs of Title I schools.

5- Creative demonstration of ideas in production.

Turabo University College is a seven year old private school with an enrollment of 5,500 students. The programs at Turabo are heavily oriented toward technical/occupational training program (the school being equivalent to a community college on the mainland).

The media production/distribution services share a building with the library area. Both the Media Director and the Library Director report to the Dean of the Resource Center who reports directly to the Chancellor. Production provided include video, photography, audio, as simple media such as posters, transparencies, etc. Low cost items are produced on request of the faculty. Larger projects require approval of the Department's Chairman. The organization's commitment to the integration of media within the total instructional program is demonstrated by programs of instructional, curricular, and faculty development under the Academic Dean.

STRENGTHS:

1. Compatibility and working relationships of faculty, staff and directors of the various program areas.
2. Organizational structure clearly defines the various areas of responsibility and provides for strong administrative support.
3. Approval process for major development projects.

4. Variety and type of services provided - from basic materials production and selection through systematic curriculum development.

RECOMMENDATIONS:

1. Fully implement the aspects of the institution's master plan which deal with media production and distribution.

2. Specifically in the area of media:

- a) increase the flexibility of video tape use through video cassette playback units.
- b) check out procedure for headsets for individual use of video playback units.
- c) improve temperature control for color processing in the dark room.

3. In the library area, the institution needs to:

- a) eliminate the processing backlog so that all items are on the shelf and available to the students.
- b) the size of holdings needs to be increased to support projected graduate programs

Possible Solutions to Headset Usage:

1. Have student turn in ID or driver's license as security for use of headset.

2. Investigate wireless type headphones for use. These are not compatible with home equipment.

3. Use single earphone which is not as desirable for person to have with home units.

4. Paint or label headsets with large, bright colored school designation that cannot be easily removed.

5. Chain headset to carrel area. Chain earphone cup to chair or carrel work area.

PREFACE

Our overall impression was extremely positive in all aspects observed. The hospitality extended to our group was extremely warm and positive. Our visit was interesting and informative. The informality was appreciated as it promoted interaction among all concerned.

UNIVERSITY OF THE SACRED HEART

A. FACILITIES

1. Although small, they are well maintained.

2. Existing space is used efficiently.

3. Additional space is badly needed perhaps they can consolidate existing departments by utilizing an open space concept.

B. PERSONNEL

1. Excellent morale and inter-cooperation between departments.

2. Appears to be well staffed for present program.
3. Excellent public relations with other departments within the school.
4. Need to expand technical aspects of video production, especially position of television director as part of permanent staff.

C. EQUIPMENT

1. Sufficient number of equipment seems to be available; updating graphics department, printing and TV is suggested.

D. MATERIALS

1. Need to add to film library.
2. Organize all non-print material in one location.

PROGRAM

Since the Production Division is organized as a supportive facility for the entire school, we suggest that:

1. All non-print media be organized in one central location by combining all non-print material now housed in the library with non-print material in the production center.
2. A closer working relationship is needed between the Library Division and the Production Division.
3. The library should be placed under the direction of the Production Division to coincide with national trends.
4. They sell their program by producing within their department a brochure that explains the program.

FINANCES

1- Although there seems to be ample funds for existing programs we recommend that departments establish yearly budgets for a planned program to meet the needs of their instructional program.

INTERNATIONAL QUALITY DUBBING

This unique corporation is a private organization owned by the San Juan Development Company and its employees. It has been in operation for approximately twenty-three years. It was founded by El Mundo Enterprises. Three years ago the operation was to be closed down. The employees formed a company with a loan from the San Juan Development Company and have a personal interest in the success of I. Q. D.

International Quality Dubbing provides a most sophisticated dubbing service to an international community. Their big accounts are american educational film producers, including Encyclopedia Britannica, Coronet, Arthur Barr and others. TV programs are also dubbed in Spanish. They translate from English to Spanish, Spanish to English and also from French and Italian to Spanish.

The facility consists of two dubbing studios, detection rooms plus various engineering and mixing studios. Thirty-

three employees plus contracted talent keep the company rolling.

The complexities of dubbing another language to an existing film or video amazed the visiting group. "Voice-overs" are not too difficult, but lip-synchronization is. It is necessary to run the film through a moviola matching the appearance of dialogue, particularly the consonants b-p-r-w.

This was done by registering with punch code. on a synchronized 35 mm film. This must be done prior to any translation. Spanish dialogue must fit within the framework of the detection reel. Direct translations are not always possible because of the lip positions of equivalent words.

Professional actors are contracted to do the voices. It requires a certain technique to maintain approximate vocal expression within the framework of the timing of the detection tape so that the lip formation matches the sound. Not all actors are able to perform under these conditions.

Technical aspects of recording were similar to sound studios in the States.

Recommendations

Since I. Q. D. is a commercial company, it is not within the pursue of this group to make recommendations on the operation of the company. However, we feel that it would be an interesting project to develop a program whereby students would be taught the elementary principles of dubbing an English sound track for video taped programs.

Students would work through the technical process (in itself an attractive incentive) to produce instructional material. This would be a most interesting bilingual experience. The involvement in the project would be far more important than the product. We have seen this happen with students studying Spanish (in Virginia) endeavoring to put Spanish sound tracks on ITV programs. Perhaps here in Puerto Rico, such a program might develop students with the appropriate skills needed for this type of employment.

COMMITTEE III

OPEN LEARNING

Members

Sylvia Rodriguez
Richard Cornell
Sue Eyrich
Stanley Huffman
Howard Johnson

Angelin Taylor
Marilyn Wilson
Thomas Wilson
Rosa M. Rosario
Harriet Mertz

CENTER OF EDUCATIONAL TELEVISION

Coordinator: Prof. Luis R. Berríos
Dean, Educational Resource Center

The Center of Educational Television (CET) is an administrative unit within the Puerto Rico Junior College. CET began its first academic year on September 5, 1978. All CET courses are College level.

Since Puerto Rico Junior College is an accredited institution, courses offered through CET should be transferable to any other post-secondary institution. Furthermore, students who take basic courses offered by CET may continue towards an Associate Degree at Puerto Rico Junior College regular campus programs or a Bachelors Degree at Colegio Universitario del Turabo.

ABRIENDO CAMINOS - Department of Education

Coordinator: Prof. Miriam Rodríguez
Acting Director
Adult Program

Abriendo Caminos is aimed at young adults and others who have not completed their high school. (Law 188, amended by Law 67).

Students registered in this project, may attend any of the Educational Services Centers throughout the Island, between 9:00 A. M. and 9:00 P. M. any day of the week, to review programs and consult with teachers or tutors. Programs are geared to help students in their preparation to take equivalency exams for the high school certificate.

On-site Visits

CURRICULUM DESIGN UNIT - Department of Education

Coordinator: Dr. Francisca Borges
Director Curriculum Design Unit

The Curriculum Design Unit coordinates the different elements considered essential for the systematic development of a curriculum. It has the responsibility of designing and producing an integrated curriculum for the study programs of the Puerto Rican school system. The Unit's operations take in consideration the input obtained by the supervisors and administrators through their onsite visits. The C.D.U. incorporates the current educational technology concept as an alternative conducting towards the development of an effective and efficient instruction.

CENTER FOR INSTRUCTION AND MODERN EDUCATION (K-12)

Coordinator: Mr. Rafael Massas
Director

The Center for Instruction and Modern Education is currently involved in a Back to Basics Program. Emphasis is on Spanish, English and Mathematics. The student is able to develop basic skills in a shorter period of time.

Students' tasks are intensified, and various methods and techniques are used. This Back to Basics' project is being implemented up to the second grade. The curriculum will be revised so that each year a new grade will be progressively added to the project.

Members from the Open Learning Task Force concluded that the following questions should be addressed:

1. What is open learning? A definition under which constraints?
2. How open is open learning?
3. What techniques were employed which differed from those usually encountered or experienced by delegates from the mainland?
4. What barriers exist to inhibit or prohibit the successful accomplishment of the open learning mission?
5. How much support and/or assistance do those in open learning systems receive for development?
6. What are the implications and recommendations (from what was experienced in Puerto Rico) for those who will return to the mainland?
7. How was open learning implemented, what were/are the operational logistics involved?
8. How many students are involved in open learning systems in the case studies examined?

These questions will hopefully be answered in the body of the report as the two examples of open learning systems visited are described.

SITE ONE - The Center of Educational Television (CET) at the Cupey Campus of Puerto Rico Junior College.

BACKGROUND:

Puerto Rico Junior College, now thirty years old, was the first junior college established in Puerto Rico and is privately financed in the main, with additional funding coming from Federal projects and grants and aid from private entities such as foundations and individual philanthropists.

The Center of Educational Television (CET) is an administrative unit within the College. The Dean of the Center coordinates all CET activities. The CET began its first academic year on September 5, 1978. All CET courses are college level and the teaching-learning process is conducted in a non-traditional way: television is the basic medium for delivery of the lessons. All courses use Spanish as the major language of delivery.

Accreditation is honored through the Council of Higher Education with transfer privileges granted by the University of Puerto Rico as well as other four-year institutions on the island and the mainland as well.

The average age of the students enrolled is 27.

PHILOSOPHY:

One of the significant aspects of the open learning system utilized by the Puerto Rico Junior College's Center of Educational Television is that it places the student first, then the faculty, in addressing its major mission.

Another most important philosophical base which seemed apparent to the team was that, in order for the CET to exist, and to function within the parameters described, there must have been (and still be) a strong expression of administrative support, both financial and educational. The general operating mode seems to be one of "going after the best," and not settling for less unless absolutely unavoidable. Under the guidance of the Director of the CET, Mr. Luis R. Berríos, the programs of note that were viewed have been chosen for rental by leading educational and commercial concerns/institutions.

OPERATIONS:

Señor Pepe Echegaray, coordinator of the English programs, described prior research done relative to the cognitive values of television in education, indicated that television is, indeed, a passive medium. The CET resolved to alter its instructional approach so that its use of the medium was active and involving.

The RSVP system is employed, based on the Miami-Dade Community College Model. This system, entitled: Response System with Variable Prescriptions, consists of seven quizzes which the student answers at his/her home and then sends computer score cards to the CET.

Along with such prescriptive recommendations, tailored to the individual, there exists a Student Study Center, a

physical place within the Puerto Rico Junior College's CET, to which the student may come for review, support or additional help. In addition, each student is required to come to the Student Study Center three times for review and an additional three times for examinations.

Script development at the CET is far from a casual process, taking as long as a year or a year and a half to complete a given series of television lessons. Using a team dynamics effort, a staff of five, consisting of a coordinator and four faculty members/writers, first devotes a period of up to three to four months in pure research time. Such research may entail site visitations, either on the island or abroad; and, once having done so, the team reconvenes for consensus and approval. In the two weeks which follow, the course outline is developed. Consultants are brought in, always those considered expert in their particular fields, be it English, Spanish, Humanities or Social Studies, who then give their final approval as to the course outline. Señor Calero's largest amount of work seems to revolve around the processing of requests to various commercial firms for the use of musical scores, cuts, or arrangements; film clips taken from existing motion pictures; still pictures; etc., as well as the maintenance of the associated records which accompany the requests and the monitoring of the progress or lack thereof of such requests. He did indicate that his

success rate varies with the company to whom the request is sent with some being very cooperative and others not cooperating at all. The major problem cited in the copyright clearance process is that of a large time lag between the time the request is submitted and the time that approval (or lack of it) is received.

Señor Luis Martínez, CET Coordinator of Production, gave a brief presentation of how his section is set up and the associated logistics involved. He indicated that the production section is divided into two main areas, that of technical operations and program production. He currently has a staff of fifteen specialists assisting him. Mention was made of such duties as screening of actors, paid professionals who are screened, auditioned, with specific contractual terms spelled out in advance; of the necessity to hire various extras to perform, all of whom do so at no charge but who must still sign releases prior to performing.

Special equipment facilities or materials not ordinarily accessible to the CET, are solicited from various commercial firms, therefore there is a need to establish and maintain strong ties with the community and its resources.

Señorita Luisa Portela, a counselor working within the CET explained her role, plus that of the Student Study Center. It was noted that some 77.4% of the students enrolled in the

CET courses are women. Student motivation for enrolling in the CET courses seems to be a desire on the part of the students to achieve greater personal development or the satisfaction in knowing that, through their own efforts and the help of the CET, they are capable of obtaining a degree.

Last to present was Dr. María Hernández, director of the Bilingual Project. The target population of this special project are teachers, paraprofessionals, and parents of students enrolled in the television courses. Sixty tapes will be produced, each of them running half an hour in length. The research objective is that, via the televised programs, an analysis can be made of the socio-economic level of Puerto Rico's migrant population and what happens in the linguistic context, to this group.

Once all thirty (or appropriate number of total programs in a given series) are completed an external evaluation from the Department of Education is obtained. In addition the authors and consultants review the finished tapes, study guides and/or other associated materials sets as a final quality control check.

As was mentioned earlier, approximately 400 students are currently enrolled in the present CET offerings, all of which broadcast in Puerto Rico via commercial television channels. While there may be only some 400 students taking any given course for credit, the potential viewing audience for those

same programs is near the quarter of a million mark - something that would be the envy of media directors across the United States when it comes to effecting a positive relations campaign about one's own programs. Preliminary analysis of student scores seem to indicate that scores of CET students are as good as, if not better than, those students enrolled in the traditional college course formats being taught at Puerto Rico Junior College.

After having been briefed on a general overview of the major aspects of the CET and the logistics of putting together a given series of programs, Señor Pablo Calero addressed the topic of copyrights. Señor Calero enjoys something of a unique distinction, being the only copyright technician in the Puerto Rican community college system. After a brief discourse on past and present legislation in effect regarding the copyright laws in the United States, Señor Calero indicated that, in his opinion, the current copyright law will most likely see many changes during the coming years, due primarily to new innovations in state-of-the-art technology and new formats which will evolve.

Following the presentations there was a tour of the CET facilities and further discussion with the staff involved.

CONCLUSIONS AND RECOMMENDATIONS:

What became apparent to the members of the Open Learning Task Force was that, for the first time in many years, there

was evidence of a direct linkage between each segment of a complete educational technology system from production to utilization. It was, to many of the team, proof of a dream realized in that, in this rare instance, theory did, in fact, meet practice.

The obvious enthusiasm of the staff was apparent, as was their total dedication to that in which they believe. The Open Learning Team would remiss in their duties if they did not acknowledge the most gracious hospitality and warmth of the entire staff of the Center of Educational Television at the Puerto Rico Junior College and wish to express their most sincere appreciation to all concerned.

PART TWO

SITE TWO - The Center for Educational **Services**, Adult Education Program, Department of Education.

BACKGROUND:

This facility is located in the Santurce area and is designed and operated to meet the educational needs of those who have never completed their high school education.

There are five other such centers throughout the island to serve the educational needs of those in other parts of Puerto Rico.

By enrolling in any one of these centers, a student, on his own time, may gain the necessary academic skills to

pass the "equivalency test" and thereby secure a high school diploma. Course offerings include social studies, Spanish, math, English and Science.

PHILOSOPHY:

This program is based firmly on the philosophical concept of self-motivation and practical application of skills learned. It serves the learning needs of adults who recognize the importance of securing a high school diploma. The majority of students enrolled cannot attend an organized class in a conventional learning institution, or in many cases, cannot even visit a learning center. They may live far away, be physically handicapped, or even be in prison. However, if they have the motivation, they may accomplish their goals of a high school diploma through this program. The motto and the philosophical spirit of the program is "Opening the Way." This brief statement truly reflects the program's mission and great objective - that of serving those who cannot secure an education in any other way.

OPERATIONS

The primary mode of instruction is the daily broadcast of instructional television programs on open circuit WIPR and WIPM Channels 6 and 3. Each program is specifically designed to support a particular academic skill. The programs are supplemented by, and integrated with printed materials for reference, learning reinforcement and self-testing.

As the student views each television lesson and works through the pamphlets accompanying that lesson, he gradually gains mastery of course content. At the conclusion of the course, the student is tested. When all course requirements are completed he/she is ready for the equivalency test.

To qualify for enrollment for this program a student must have completed the ninth grade or be eighteen years or older.

OBSERVATIONS:

The task Force was impressed by the "in-depth" character of course offerings. For example, note the number of complete television programs outlined below for each subject area:

Social Studies - 10 programs

English - 20 programs

Spanish - 20 programs

Math - 40 programs

Science - 10 programs

These programs are one half hour in length, and as cited earlier in this report, are fully supported by individual course pamphlets for reference, reinforcement and self-testing.

If a student is able, he/she may come to any of the six centers throughout Puerto Rico for additional instruction or assistance from teachers on the Center staff. If he/she misses viewing a program for some reason, he can come to the

center and view it so as to proceed on schedule.

Television programs are designed and produced by curriculum specialists in each subject area at one of the Department of Education's television stations, WIPR TV, Channel 6.

In the past two years, more than 24,000 students have enrolled and 80% have passed the equivalency test and secured a high school diploma.

No tuition fee is charged the student and all printed materials are provided at **no** cost.

CONCLUSIONS AND RECOMMENDATIONS:

In the judgment of the Task Force Committee on Open Learning this program was accomplishing its objectives and providing a very important service to the citizens of Puerto Rico.

Supplemental printed material was well conceived and based upon sound educational objectives.

This program well illustrates the value of using instructional television in a practical way. It provides the primary means for developing academic competency over a broad spectrum of academic subjects considered basic to the curriculum.

Each lesson is televised daily at 6:00 P.M. We recommend that, if additional air time could be made available, it would substantially expand the viewing audience.

We commend the Department of Education for recognizing the need for a comprehensive education program and using instructional television to meet the educational goals of its citizens.

COMMITTEE IV
PERSONALIZED SYSTEM INSTRUCTION

Members:

Robert Arnold
Nick Messina
Gary Orwing
Jean Trumble
Hugo Sandoval
Janett Poole
Reinaldo Tirado

AMERICAN MILITARY ACADEMY

Coordinator: Prof. Teresita de Dios
Curriculum Director

The American Military Academy is a non sectarian and a non profit organization, with an enrollment of 1,300 students from Kindergarten through High School (K-12).

Established on January 1963, it is accredited by the Department of Education of Puerto Rico, the Middle States Association, American Camping Association and the Defense Department, U. S. Army of United States of America through the program of the J. R. O. T. C. It is a member of the College Board and the Puerto Rico High School Athletic Alliance.

Personalized Education applied in the American Military Academy is an eclectic system that has taken the outlook of the European and the P. S. I. system of the United States adapted to the needs of the Puerto Rican students.

The American Military Academy personalized approach is based on the following principles: freedom, individualization, sociability (group responsibility), effort, creativity, career education. These principles constitute the goals of this Personalized Instruction Project.

UNIVERSITY OF PUERTO RICO, SCIENCE DEPARTMENT

Coordinator: Dr. Ronald Flores
Assistant Dean
Office for Academic Affairs

The Chemistry Department of the University of Puerto Rico, Rfo Piedras Campus, is developing a project that combines P. S. I. and Educational Technology. Specifically the model of Computer Assisted Instruction has been combined with audio-tutorial techniques and the Keller Plan (PSI).

CHARGE

The Personalized System Instruction task force committee was charged with the task of gathering information concerning the personalized systems of instruction in operation at the University of Puerto Rico and the American Military Academy of Guaynabo, Puerto Rico. The Committee was, in addition, charged with the responsibility of reporting its observations and with making recommendations for implementation of similar programs in other settings.

We were also charged with the responsibility of making recommendations concerning media utilization with P.S.I. and with the analysis of possible de-humanization of instruction through use of the computer.

INFORMATION PROVIDED

As baseline data, task force members were provided with a model which outlined the basic characteristics of personalized System Instruction (hereafter referred to as P. S. I.). Committee members were informed that research data indicates that the approach has been succesful, if properly used.

The P. S. I. model includes five major characteristics:

1. It is a competency based approach.
2. It is self pacing.
3. It is directed by a study guide which provides objectives, prescribes procedures, and specifies evaluation techniques and criteria.

4. It utilizes peer tutors and/or external tutors who have recently mastered the material.
5. It relies on conferences by the instructor of the course to motivate students toward appropriate participation and success.

GENERAL COMMENTS:

Both of our visits afforded us with an opportunity to meet with extremely hospitable faculty and students who were supporting and enthusiastic about this P. S. I. programs. We saw systems which were working well and therefore, find it very difficult to be critical of these situations.

OBSERVATION 1

The first on-site visit of the task force committee was to the University of Puerto Rico, School of Natural Sciences, Department of Chemistry. Participants observed portions of a P. S. I. course in basic chemistry and were able to discuss the procedures used to implement P. S.I. and the success of the course with instructors and to a limited extent with students.

Observations in this setting were:

1- All components of P. S. I., as defined in the model, were not observed in operation. Most obviously, the conference to motivate students seemed to be missing.

2- Some task force members believed, after observation, that this was an attempt to plug a "theoretical model" into

a traditional structure which was not quite ready to accept. As a result, parts of the model were working well and other parts were not.

3- The program was generally viewed as successful by the instructors involved.

4- Some students reported that they liked the system; others that they would rather use the more traditional textbook approach.

5- Students were assigned to P. S. I. without concern for their abilities or desires. They had no option.

6- There appeared to be staffing problems -- not enough professional support services (counselor, etc.). However, there was a heavy reliance of internal and external tutors.

7- The media which was utilized did not appear to be a part of the P. S. I. system but rather an addition to or a duplication of other written materials.

8- There seemed to be no rationale for assigning students to view audiovisual materials. Everyone seemed to be assigned whatever materials were available.

9- The use of the computer as an aide in the management of P. S. I. student interaction appeared to be a good idea but maximum utilization of the computer in this setting did not appear to have been made.

10- Members of the committee were unable to observe the computer assisted portions of the program (the computer was down). However, it was designed to insure student mastery

of materials and, therefore, was perceived by the faculty involved as being very humanistic.

11- The instruction in the P. S. I. system seemed quite ~~un~~-innovative-merely conversion of a traditional textbook into P. S. I. (English textbook used -- study guides used both Spanish and English Spanish questions.

12- The system seemed to be quite responsive to curriculum revision procedures as a result of the computer item analysis.

13- To some of the Committee members, there seemed to be considerable mental down time for both students and tutors in the system while they were waiting for interaction.

14- There seemed to be no way for students to exempt material.

OBSERVATION 2

The second on-site visit was to the American Military Academy of Guaynabo, Puerto Rico. P. S. I. programs were observed in operation at all elementary school levels; in English for grades 5 through 8; and in Spanish for grades 9 through 12. Participants were given an opportunity to interact with teachers, curriculum directors, administrators, and students regarding the system.

Observations of participants are:

1. All components of the P. S. I. model were not in operation. The tutor component seemed to be missing.

2. The condition necessary for a P. S. I. system to succeed was present and readily observable -- discipline.

3. The students (even at the first grade level) showed great respect for others. The students were impressive with their confidence and dignity.

4. The teachers in the P. S. I. system seemed to show no concern for the number of students in their classes.

5. P. S. I. was viewed by teachers not involved in the program as too time consuming and too much work.

6. The system requires a great deal of work on the part of teachers and could probably work more effectively with the support of aids. (There was very limited student help.)

7. Students were very supportive of the P. S. I. concept.

8. The P. S. I. approach as utilized on this site was almost totally a written format. Some audio was used, but there seemed to be no rationale for its use other than it was available.

9. There seemed to be no way for students to exempt material.

RECOMMENDATIONS

For a P. S. I.-approach to be successful:

1. A strong commitment from the central administration is required.

2. Adequate support for the program in both the financial and personnel realm must be provided.

3. An adequate training program for participating faculty must be provided.

4. It should be realized that the biggest hurdle to successful implementation of P. S. I. is the traditional academic structure.

5. Those considering implementation of P. S. I. should not judge the concept based on a theoretical model alone -- they should find a system in practice and observe how it works.

6. All five components of the P. S.I. theoretical model should be at least considered when a program is contemplated, and if any of them are rejected, they should be rejected consciously.

7. Computer applications in P. S. I. should be considered.

8. Adequate pre-testing is necessary, in order for students to be allowed to exempt specific pieces of instruction.

9. All media should be utilized in the P. S. I. model -- not just written material.

10. Utilization of various forms of media in the system should be based upon careful analysis of the abilities which students bring with them to the instructional setting and should be assigned on the basis of their ability to more

closely assure student success in interaction with instructional materials. "Personalization" should look at the persons to be taught.

Message from Dick Cornell at the closing session.

When we formed SRMLC some twelve years ago...around the pool in Miami Beach...bloody marys in hand...one of our fondest dreams was to have a conference in each of the member states and the Commonwealth of Puerto Rico. If you will also recall...one of our major goals was the improvement of the quality of leadership in each of our affiliates...it was...in short... our "raison d'etre."

Added to this awesome goal was also the development and improvement of each of the affiliate organizations and an expressed need to develop the potential of the new and emerging professionals within our field.

These past years have..indeed..stood the test of time with over 2000 participants having attended the various SRMLC Conferences. From among our ranks have come...members of the AECT Executive...members of the AECT Board of Directors of the International Division (from whom I bring you greetings...as well as from the staff in Educational Technology Unit of A. I. D.) and others...plus countless additional state regional and national officers in our professional organizations.

We have..in fact..left our mark!

It was..with our 11th Annual Meeting in San Juan.. Puerto Rico..for the founders of SRMLC...a vision come true! It is...then...with great honor and much joy that I extend

to our Puerto Rican colleagues...on behalf of Wayne McClure...
Walt and Leone Lake...Dick Predmore...and myself...our deepest
gratitude.

In all humility...may I say that we have learned...we
have laughed...we have been filled with the joy and exhuberance
of your warmth and most generous hospitality.

I regret that I cannot remain with you much longer but
business in Curacao requires that I depart within the hour.

May I personally say...from the bottom of my heart...
how joyous I am...how much better a person I hope to become...
for having shared these wonderful days with each of you.

It is my intent to return to your Island Paradise very
soon. Thank you and Goodbye.

Conference Evaluation

ELEVENTH ANNUAL-SOUTHEASTERN REGIONAL MEDIA LEADERSHIP CONFERENCE-1980

EVALUATION REPORT

1-Conferences and Task Force Committees Attendances and Evaluation Submitted.

A- Total Attendance at Conferences meeting:(March 4, 1980) - 52

Total of Evaluation Sheets submitted.	Percent submitted.
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1- Dr. Hugo Sandoval - 26	50.00%
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2- Awilda Ramfrez - 20	38.46%
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3- Dr. Luis A. Sojo - 20	38.46%
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B- Total Participation in Task Force Committees: (March 4-6,1980) - 47*

Total of Evaluation Sheets submitted:	Percent submitted.
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1- Media Production Centers -14 (21)	66.67%
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2- Open Learning Systems - 5 (11)	45.45%
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3- Personalized System Inst.- 5 (8)	63.00%
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4- Curriculum Innovation - 5 (7)	71.43%
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TOTAL.....	29 (47)*	71.70%
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II- Evaluations: Conference Meetings

A- Dr. Hugo Sandoval : International Leadership in Educational Technology

1. Was the subject pertinent to your needs and interests?

<u>0% No</u>	<u>19.23</u>	To some extent	<u>61.54%</u>	Very much	No com- ments 23%
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SRMLC-

EVALUATION REPORT - 2

	Excel- lent	Very Good	Good	Fair	Poor	No com- ments
2. Rate the speaker on the following:						
A. How well did he/she state the objectives?	57.69	19.23	15.39	7.69	-	-
B. How well did he/she keep the session alive and interesting?	73.08	15.38	11.54	-	-	-
C. How well did he/she summarize during the session?	57.69	11.54	26.92	3.85	-	-
D. How well did he/she maintain a friendly and helpful manner?	88.46	7.69	3.85	-	-	-
E. How was his/her summary at the end of the session?	42.31	19.23	19.23	7.69	-	11.54
3. Conducting	Very much	To some extent				No
A. Did he/she read his material?	-	3.85				96.15
B. Did he/she hold the interest of the group?	84.62	15.38				-
C. Was he/she enthusiastic, dynamic?	88.46	11.54				-
D. Did he/she use visual aids?	NO	NO				NO
E. Did he/she present his/her material clearly?	76.92	23.08				-
F. Did he/she adequately cover the subject?	73.08	26.92				-

SRMLC -

EVALUATION REPORT - 3

4. Suggestions to Improve Future Sessions. What would you suggest to improve future sessions?

- 1- "To let the participants, specially the main speaker, know what part he/whe will play in the program way ahead."
- 2- "Some visualization of International examples might have been used."
- 3- "Continue to get interacting Speakers."
- 4- "Too bad he did not have visuals."
- 5- "Shorter with discussion periods or breaks between each Speaker."

5. ADDITIONAL COMMENTS

- 1- "Dr. Sandoval did a good job considering the limited time he had to prepare his presentation."
- 2- "Best Speaker during Conference."
- 3- "Hugo's presentation was interesting and fairly well done. While I do not feel that we received information on leadership, we did learn the state of the art of educational technology."
- 4- "Very interesting. Gave me a better view of education outside of my own state."

SRMLC -
EVALUATION REPORT - 4

5- "Due to the fairly last-minute notification of this speaker item 2 part 4 (on this report) occurred."

B- Awilda Ramírez: An Overview of Puerto Rico's Educational Systems: Public and Private Education.

1. Was the subject pertinent to your needs and interests?

0% No 15.00% To some extent 80.00% Very much No comment
5.00%

2. Rate the speaker on the

following:

	% Excel- lent	% Very Good	% Good	% Fair	% Poor	% No com- ments
A. How well did he/she state the objectives?	70.00	25.00	5.00	-	-	
B. How well did he/she keep the session alive and interesting?	75.00	25.00	-	-	-	
C. How well did he/she summarize during the session	40.00	40.00	15.00	-	-	5.00
D. How well did he/she maintain a friendly and helpful manner?	45.00	35.00	5.00	-	-	15.00
E. How was his/her summary at the end of the session?	40.00	25.00	30.00	-	-	5.00

SRMLC -

EVALUATION REPORT - 5

	% Very much	% To Some Extent	% No	% No comments
1. Conducting				
A. Did he/she read his material?	-	5.00	90.00	5.00
B. Did he/she hold the interest of the group?	90.00	10.00	-	-
C. Was he/she enthusiastic-dynamic?	80.00	15.00	-	5.00
D. Did he/she use visual aids?	Yes	Yes	Yes	
E. Did he/she present his/her material clearly?	95.00	-	-	5.00
F. Did he/she adequately cover the subject?	95.00	-	-	5.00

4. Suggestions to Improve Future Sessions.

- 1- "An excellent multi-media presentation".
- 2- "Vary the musical background to include different tempos. Also have narrator put more punch into voice, speed up a bit."
- 3- "The multi-image is much too long for most effective results."
- 4- " Provide time for question and answer session."
- 5- "Beautiful presentation of the subject."
- 6- "The slides were excellent, the narration most informative, the music appropriate and the whole presentation was technically perfect."
- 7- "Give up-date on schedule changes after each session so plan with other participants can be better coordinated."

SRMLC -
EVALUATION REPORT - 6

5. ADDITIONAL COMMENTS

- 1- "Lovely presentation. It speaks well for the expertise of the Department's Staff."
- 2- "Superior Presentation!"
- 3- "Excellent!"

C- Dr. Luis A. Sojo: Higher Education (Univ. of Puerto Rico)

1. Was the subject pertinent to your needs and interests?

35.00	No	40.00	To some extent	10.00	Very much	No comments
						15.00%

	Excel- lent	Very Good	Good	Fair	Poor	No com- ments
2. Rate the speaker on the following:						
A. How well did he/she state the objectives	5.00	5.00	50.00	30.00	5.00	5.00
B. How well did he/she keep the session alive and interesting?	-	-	5.00	35.00	55.00	5.00
C. How well did he/she summarize during the session?	5.00	5.00	15.00	35.00	35.00	5.00
D. How well did he/she maintain a friendly and helpful manner?	5.00	-	35.00	40.00	15.00	5.00
E. How was his/her summary at the end of the session?	-	5.00	25.00	25.00	20.00	25.00

SRMLC -

EVALUATION REPORT - 7

3. Conducting	% Very Much	% To some extent	% No	% No com- ments
A. Did he/she read his material?	95.00	5.00	-	-
B. Did he/she hold the interest of the group?	-	50.00	45.00	5.00
C. Was he/she enthusiastic- dynamic?	-	55.00	35.00	10.00
D. Did he/she use visual aide?	NO	NO	NO	
E. Did he/she present his/ her material clearly?	10.00	60.00	25.00	5.00
F. Did he/she adequately cover the subject?	45.00	40.00	5.00	10.00

4. Suggestions to Improve Future Sessions

- 1- "It is unfortunate that this presentation was scheduled back to back with so many others. By the time of this presentation, I was in no mood to listen."
- 2- "Overhead projector to show branches/campuses, programs offered and structure of university should be used."
- 3- "The use of overhead projectors and other audiovisual would improve presentations greatly, specially dealing with statistical data."
- 4- "Get UPR support from educational technology staff to visualize Dr. Sojo's presentation in a manner similar to that of the presentation of Miss Ramirez."

5. ADDITIONAL COMMENTS

- 1- "Spoke too fast in reading his speech."
- 2- "Too fast, not enough time. Not all information."
- 3- "Instead of reading his paper to us, I would rather read it prior to session and then be able to ask questions on main points of interest. Lacked visuals! Slides of University would have helped."
- 4- "I would suggest that copy of this speech be included in the preceding Conference. I am sure that the report included interesting information."
- 5- "The fast reading of the material and poor eye contact tended to kill the attention of the audience, specially at lunch time! The speaker always tended to look at one section of the audience."

SRMLC -

EVALUATION REPORT - 9

III - Evaluation: Task Force Committees.

A- Curriculum Innovation

TASK FORCE COMMITTEE

1. Rate the Task Force Committee on the following:	% Excel lent	% Very Good	% Good	% Fair	% Poor	% No com- ments
A. How well was group inter- action?	100.00	-	-	-	-	-
B. How well were the on- site visits.	40.00	60.00	-	-	-	-
C. Rate transportation for on-site visits.	-	40.00	40.00	20.00	-	-
D. Rate facilities for group meetings	20.00	60.00	20.00	-	-	-
E. How did the Committee Leader help in the development of the final report? -	-	40.00	20.00	-	-	40.00

ON-SITE VISITS COORDINATOR

2. Rate the coordinator on the following:

	Very much	To some extent	No
A. Was he/she enthusiastic- dynamic?	100.00	-	-
B. Did he/she present his/ her material clearly?	100.00	-	-

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EVALUATION REPORT - 10

	% Very Much	% To some extent	% No comments
C. Did he/she help the group apply the material?	100.00	-	-
D. Did he/she adequately cover the subject	100.00	-	-
E. Did he/she summarize during orientation for on-site visits and at the end?	80.00	20.00	-

3. Please indicate any problems encountered.

There is no remark on this item.

4. SUGGESTIONS

There is no remark on this item.

5. ADDITIONAL COMMENTS

1- "Thoroughly enjoyed trip."

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EVALUATION REPORT - 11

B- Personalized Instruction System

TASK FORCE COMMITTEE

1. Rate the Task Force Committee on the following:	% Excel- lent	% Very Good	% Good	% Fair	% Poor	% No com- ments
A. How well was group interaction?	60.00	40.00	-	-	-	-
B. How well were the on-site visits.	80.00	20.00	-	-	-	-
C. Rate transportation for on-site visits.	80.00	20.00	-	-	-	-
D. Rate facilities for group meetings.	60.00	40.00	-	-	-	-
E. How did the Committee Leader help in the development of the final report?	20.00	60.00				20.00

ON-SITE VISITS COORDINATOR

2. Rate the coordinator on the following:	% Very Much	% To Some Extent	% No	% No com- ments
A. Was he/she enthusiastic-dynamic?	100.00	-	-	
B. Did he/she present his/her material clearly?	100.00	-	-	
C. Did he/she help the group apply the material?	40.00	40.00	-	20.00
D. Did he/she adequately cover the subject?	100.00	-	-	-
E. Did he/she summarize during orientation for on-site visits and at the end?	60.00	20.00	20.00	-

SRMLC

EVALUATION REPORT - 12

3. Please indicate any problems encountered.

1. "The time was limited; it would have helped if we had information of the programs in advance."

4. SUGGESTIONS

There is no remark on this item

5. ADDITIONAL COMMENTS

There is no remark on this item.

C- Media Production Centers.

TASK FORCE COMMITTEE

1. Rate the Task Force Committee on the following:

	% Excel- lent	% Very Good	% Good	% Fair	% Poor	% No com- ments
A. How well was group interaction?	71.43	7.14	21.43	-	-	
B. How well were the on-site visits.	50.00	35.71	14.29	-	-	
C. Rate transportation for on-site visits.	50.00	28.57	-	7.14	14.29	
D. Rate facilities for group meetings.	35.71	42.86	21.43	-		
E. How did the Committee Leader help in the development of the final report?	64.28	14.29	14.29	7.14	-	

ON-SITE VISITS COORDINATOR

2. Rate the coordinator on the following:

	% Very much	% To Some Extent	% No	% No com- ments
A. Was he/she enthusiastic-dynamic?	85.71	14.29	-	
B. Did he/she present his/her material clearly?	78.57	21.43	-	
C. Did he/she help the group apply the material?	57.14	42.86	-	
D. Did he/she adequately cover the subject?	71.43	28.57	-	
E. Did he/she summarize during orientation for on-site visits and at the end?	64.28	14.29	21.43	

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EVALUATION REPORT - 14

3. Please indicate any problems encountered.

- 1- "Wanted to see some of the other sites. Perhaps repeat performances?"
- 2- "Too much time lost for Title I production group by stopping at the DIP. Transportation should have been direct. At least 30 min. lost just to receive a welcome to the DIP."
- 3- "There was a great deal of confusion with transportation and not in schedule."
- 4- "Bus was late and a great deal of confusion. Tour went to DIP first for a 5 min. welcoming address and introduction. This part could have been eliminated."

4. SUGGESTIONS

- 1- "Need more time."
- 2- "Given in Report."
- 3- "The DIP trip should have been eliminated."

5. ADDITIONAL COMMENTS

- 1- "Hope committee II's recommendations to SRMLC be seriously considered, i.e. a brochure of consultant-enabling participants to be contacted for information and interchange of ideas."
- 2- "Well planned Conference."
- 3- "Super Conference. Well planned, well organized. Thanks."
- 4- "Enjoyed time to get into discussions with individuals. Coffee breaks were valuable for question-answer session. Individual Committee Reports were very interesting and helped supplement knowledge gained by my own in-sight from on-site visit."

SRMLC -

EVALUATION REPORT - 15

D- Open Learning

TASK FORCE COMMITTEE

1. Rate the Task Force Committee on the following:

	% Excel- lent	% Very Good	% Good	% Fair	% Poor	% No com- ments
A. How well was group interaction?	100.00	-	-	-	-	
B. How well were the on-site visits.	60.00	40.00	-	-	-	
C. Rate transportation for on-site visits.	80.00	-	20.00	-	-	
D. Rate facilities for group meetings.	60.00	20.00	20.00	-	-	
E. How did the Committee Leader help in the development of the final report?	80.00	20.00	-	-	-	

ON-SITE VISITS COORDINATOR

2. Rate the coordinator on the following:

	% Very Much	% To Some Extent	% No	% No com- ments
A. Was he/she enthusiastic-dynamic?	100.00	-	-	
B. Did he/she present his/her material clearly	100.00	-	-	
C. Did he/she help the group apply the material?	60.00	40.00	-	
D. Did he/she adequately cover the subject?	80.00	20.00	-	
E. Did he/she summarize during orientation for on-site visits and at the end?	60.00	40.00	-	

SRMLC -

EVALUATION REPORT - 16

3. Please indicate any problems encountered.

- 1- "Scheduling not punctual but relaxed. Two Open Learning Systems were excellent but were too similar. Would a tour to WIPR have been possible?"

4. SUGGESTIONS

- 1- "I would like to have visited on-site tours from two different areas."

5. ADDITIONAL COMMENTS

- 1- "Excellent conference, I appreciate all of the effort that made it so successful."
- 2- "This was by far the best SRMLC! Thank you."
- 3- "All Reports were presented very well - Approve highly of reports to be finalized in written form for publication before meeting closes."
- 4- "Excellent presentations!"
- 5- "We thoroughly enjoyed our stay! The Puerto Rican delegation has done a lovely job of entertaining us. Wonderful!"

General
Comments

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SOUTHEASTERN REGIONAL MEDIA LEADERSHIP CONFERENCE

Meeting - March 3, 1980

Resolution

WHEREAS, the people of Puerto Rico represented by AECT
(Puerto Rico) and their members and delegates of SRMLC have
put forth great effort in planning and implementing the
11th Annual Conference of SRMLC, and

WHEREAS, the Conference has been enhanced by the hospi-
tality and professional dedication of this group,

BE IT THEREFORE resolved that SRMLC extends its sincere
thanks. "Muchas gracias."

March 11, 1980

Ms. Ilia Laborde
Los Olmos 7-J
Río Piedras, Puerto Rico 00927

Dear Ilia:

I would like to once more say thanks to you, Angie, Carmen and Cucusa for the excellent conference you organized. I am sure that all participants came away favorably impressed by the good work you all did. I hope to see you in Denver soon.

Once more, my thanks.

Sincerely,

(Sgd.) Hugo F. Sandoval

HFS/tm

March 11, 1980

Ilia Laborde
Los Olmos 7-J
Rio Piedras, Puerto Rico 00927

Dear Ilia:

The Puerto Rico S.R.M.L.C. was a most meaningful and superbly conducted conference. The professional experiences and the visit to your lovely island surpassed my highest expectations.

Sincerely,

(Sgd.) Dorlan Mork, Director
Learning Resources

April 14, 1980

Ms. Ilia Laborde
Los Olmos 7-J
Rio Piedras, Puerto Rico 00927

Dear Ilia:

I have been negligent in writing you since I returned from San Juan. It is because of a heavy spring schedule with our Virginia Educational Media Association meetings along with getting ready to go to AECT, and trying to keep things going from my point of view here at the university.

I hope that you will be in Denver, and I look forward to seeing you there. Please make plans for coming to Virginia next year for the conference.

Yours truly,

(Sgd.) Stanley A. Huffman, Jr.

SAH/jm

March 10, 1980

Mrs. Ilia M. Laborde
P.O. Box 22120
UPR Station
Rio Piedras, P. R. 00931

Dear Ilia:

How can I begin to say thank you for everything you did to make the SRMLC conference last week such a success. The hours and hours and hours of work you must have put into coordinating the whole thing were certainly evident. The fact that you ended the conference by providing free taxi service to the airport was just one of the many things you did to show your interest in each of the council members.

I only hope that we in Virginia can repay in some measure your hospitality in 1981.

Sincerely yours,

(Sgd.) Mrs. Beverly J. Bagan
Supervisor of Media
Services

BJB:dc

Dear Ilia,

Again thank you so much for your gracious hospitality and cooperation in making my conference (SRMLC) so enjoyable. Our Media Director, Mr. Don MacCullough, was impressed with my resume, handouts, list of participants; consequently, he plans to get in touch with Señor Jose Barrios, Dean of Public Instructional Television for additional information, concerning their Spanish instructional videotapes. So, you see, much good comes of these conferences with "International Implications." Mr. MacCullough is the Dade County Media Director who made it possible for me to secure a substitute through our Teacher Education Center....and come to Puerto Rico! You can be certain I admire and respect him.

I am enclosing my resume of the conference, and Ilia, I would like to write a letter to your ACTE Newsletter Editor, in addition to the local newspaper. Could you please send me the proper names and addresses so I may write a complimentary letter concerning the conference?

My best regards to all of the members of your committee. They did a wonderful job.

Sincerely yours,

(Sgd.) Harriet G. Mertz
TV/AV Media Director